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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

□□□ How Work Will Change When Most of Us

Live to 100

How Work Will Change When Most of Us Live to 100

A) Today in the United States there are 72,000 centenarians(□□□□). Worldwide, probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.

B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate longevity(□□) with issues of old age. Longer lives have implications for all of life, not just the end of it.

C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that "70 is the new 60" or "40 the new 30." If you age more slowly over a longer time period, then you are in some sense younger for longer.

D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having

children, or starting a career; these are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that milestone(□□□) had shifted to age 29.

E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to cognitive(□□□) and emotional vitality. Many people may simply not want to do it.

G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

I) It seems likely, then that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide a foundation for building a wide variety of skills.

J) Transitions between stages could be marked with sabbaticals(□□) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

K) A multi-stage life will have profound changes not just in how you manage

your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

L) These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.

M) With this variety will come the end of the close association of age and stage. In a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

N) Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

36. An extended lifespan in the future will allow people to have more careers than now.

37. Just extending one's career may have both positive and negative effects.

38. Nowadays, many Americans have on average delayed their marriage by some eight years.

39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.

40. Many more people will be expected to live over 100 by the mid-21st century.

41. A longer life will cause radical changes in people's approach to life.

42. Fast technological change makes it necessary for one to constantly upgrade their skills.

43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.

44. The close link between age and stage may cease to exist in a multi-stage life.

45. People living a longer and healthier life will have to rearrange their work and life.

Living with parents edges out other living arrangements for 18- to 34-year-olds

Living with parents edges out other living arrangements for 18- to 34-year-olds

A) Broad demographic shifts in marital status, educational attainment and employment have transformed the way young adults in the U.S. are living, and a new Pew Research Center analysis highlights the implications of these changes for the most basic element of their lives - where they call home. In 2014, for the first time in more than 130 years, adults ages 18 to 34 were slightly more likely to be living in their parents' home than they were to be living with a spouse or partner in their own household.

B) This turn of events is fueled primarily by the dramatic drop in the share of young Americans who are choosing to settle down romantically before age 35. Dating back to 1880, the most common living arrangement among young adults has been living with a romantic partner, whether a spouse or a significant other. This type of arrangement peaked around 1960, when 62% of the nation's 18- to 34-year-olds were living with a spouse or partner in their own household, and only one-in-five were living with their parents.

C) By 2014, 31.6% of young adults were living with a spouse or partner in their own household, below the share living in the home of their parent(s) (32.1%). Some 14% of young adults lived alone, were a single parent or lived with one or more roommates. The remaining 22% lived in the home of another family member (such as a grandparent, in-law or sibling), a non-relative, or in group quarters like college dormitories.

D) It's worth noting that the overall share of young adults living with their parents was not at a record high in 2014. This arrangement peaked around 1940, when about 35% of the nation's 18- to 34-year-olds lived with mom and/or dad (compared with 32% in 2014). What has changed, instead, is the relative share adopting different ways of living in early adulthood, with the decline of romantic coupling pushing living at home to the top of a much less uniform list of living arrangements.

E) Among young adults, living arrangements differ significantly by gender. For men aged 18 to 34, living at home with mom and/or dad has been the dominant living arrangement since 2009. In 2014, 28% of young men were living with a spouse or partner in their own home, while 35% were living in the home of their parent(s). Young women, however, are still more likely to be living with a spouse or romantic partner (35%) than they are to be living with their parent(s) (29%).

F) In 2014, more young women (16%) than young men (13%) were heading up a household without a spouse or partner. This is mainly because women are more likely than men to be single parents living with their children. For their part, young men (25%) are more likely than young women (19%) to be living in the home of another family member, a non-relative or in some type of group quarters.

G) A variety of factors contribute to the long-run increase in the share of young adults living with their parents. The first is the postponement of, if not retreat from, marriage. The average age of first marriage has risen steadily for decades. In addition, a growing share of young adults may be avoiding marriage altogether. A previous Pew Research Center analysis projected that as many as one-in-four of today's young adults may never marry. While cohabitation(□□) has been on the rise, the overall share of young adults either married or living with an unmarried partner has substantially fallen since 1990.

H) In addition, trends in both employment status and wages have likely contributed to the growing share of young adults who are living in the home of their parent(s), and this is especially true of young men. Employed young men are much less likely to live at home than young men without a job, and employment among young men has fallen significantly in recent decades. The share of young men with jobs peaked around 1960 at 84%. In 2014, only 71% of 18- to 34-year-old men were employed. Similarly with earnings, young men's wages (after adjusting for inflation) have been on a downward trajectory(□□) since 1970 and fell significantly from 2000 to 2010. As wages have fallen, the share of young men living in the home of their parent(s) has risen.

I) Economic factors seem to explain less of why young adult women are increasingly likely to live at home. Generally, young women have had growing success in the paid labor market since 1960 and hence might increasingly be expected to be able to afford to live independently of their parents. For women, delayed marriage - which is related, in part, to labor market outcomes for men - may explain more of the increase in their living in the family home.

J) The Great Recession (and modest recovery) has also been associated with an increase in young adults living at home. Initially in the wake of the recession, college enrollments expanded, boosting the ranks of young adults living at home. And given the weak job opportunities facing young adults, living at home was part of the private safety net helping young adults to weather the economic storm.

K) Beyond gender, young adults, living arrangements differ considerably by education - which is tied to financial means. For young adults without a bachelor's degree, as of 2008 living at home with their parents was more prevalent than living with a romantic partner. By 2014, 36% of 18- to 34-year-olds who had not completed a bachelor's degree were living with their parent(s) while 27% were living with a spouse or partner. Among college

graduates, in 2014 46% were married or living with a partner, and only 19% were living with their parents(s). Young adults with a college degree have fared much better in the labor market than their less-educated counterparts, which has in turn made it easier to establish their own households.

36. Unemployed young men are more likely to live with their parents than the employed.

37. In 2014, the percentage of men aged 18 to 34 living with their parents was greater than that of their female counterparts.

38. The percentage of young people who are married or live with a partner has greatly decreased in the past three decades or so.

39. Around the mid-20th century, only 20 percent of 18- to 34-year-olds lived in their parents' home.

40. Young adults with a college degree found it easier to live independently of their parents.

41. Young men are less likely to end up as single parents than young women.

42. More young adult women live with their parents than before due to delayed marriage.

43. The percentage of young men who live with their parents has grown due to their decreased pay in recent decades.

44. The rise in the number of college students made more young adults live with their parents.

45. One reason for young adults to live with their parents is that they get married late or stay single all their lives.

□□□ **Make Stuff, Fail, And Learn While You're**

At It

Make Stuff, Fail, And Learn While You're At It

A) We've always been a hands-on, do it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.

B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, which was founded in a garage in Menlo Park, California, in the mid-1970s. Members - including guys named Jobs and Wozniak - started making and inventing things they couldn't buy.

D) So it's no surprise that the Maker Movement today is thriving in

communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you, re learning to do.

F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

G) Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

H) I really believe the core idea of making is to have an idea within your head—or you just borrow it from someone - and begin to develop it, repeat it and improve it. Then, realize that idea somehow. That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.

I) In some ways, a lot of forms of making in school trivialize(□□□□□□) making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

J) Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness

their motivation is to build upon their interest. It's to let them be in control and to drive the car.

K) Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at. Are they engaged? Are they developing and repeating their project? Are they stumbling(□□)? Do they need something that they don't have? Can you help them be aware of where they are?

M) My belief is that the goal of making is not to get every kid to be hands-on, but it enables us to be good learners. It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems - problems that require many people instead of one person, and many skills instead of one.

N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, "This is science, over here is history," I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

O) I feel like this is a shift away from a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

36. A maker space is where people make things according to their personal interests.

37. The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.

38. Coming up with an idea of one's own or improving one from others is key to the concept of making.

39. Contrary to structured learning, learning by doing is highly individualized.

40. America is a nation known for the idea of making things by oneself.

41. Making will be boring unless students are able to take charge.

42. Making can be related to a project, but it is created and carried out by students themselves.

43. The author suggests incorporating the idea of a maker space into a school

curriculum.

44. The maker concept is a modern version of some ancient philosophical ideas.

45. Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

□□□ The quiet heroism of mail delivery

The quiet heroism of mail delivery

A) On Wednesday, a polar wind brought bitter cold to the Midwest. Overnight, Chicago reached a low of 21 degrees Fahrenheit below zero, making it slightly colder than Antarctica(□□□), Alaska, and the North Pole. Wind chills were 64 degrees below zero in Park Rapids, Minnesota, and 45 degrees below zero in Buffalo, North Dakota, according to the National Weather Service. Schools, restaurants, and businesses closed, and more than 1,000 flights were canceled.

B) Even the United States Postal Service (USPS) suspended mail delivery. "Due to this arctic outbreak and concerns for the safety of USPS employees," USPS announced Wednesday morning, "the Postal Service is suspending delivery Jan. 30 in some 3-digit ZIP Code locations." Twelve regions were listed as unsafe on Wednesday; on Thursday, eight remained.

C) As global surface temperatures increase, so does the likelihood of extreme weather. In 2018 alone, wildfires, volcanic eruptions, hurricanes, mudslides, and other natural disasters cost at least \$49 billion in the United States. As my colleague Vann Newkirk reported, Puerto Rico is still confronting economic and structural destruction and resource scarcity from 2017's Hurricane Maria. Natural disasters can wreck a community's infrastructure, disrupting systems for months or years. Some services, however, remind us that life will eventually return, in some form, to normal.

D) Days after the deadly 2017 wildfires in Santa Rosa, California, a drone(□□□) caught footage(□□□□) of a USPS worker, Trevor Smith, driving through burned homes in that familiar white van, collecting mail in an affected area. The video is striking: The operation is familiar, but the scene looks like the end of the world. According to Rae Ann Haight, the program manager for the national-

preparedness office at USPS, Smith was fulfilling a request made by some of the home owners to pick up any mail that was left untouched. For Smith, this was just another day on the job. "I followed my route like I normally do," Smith told a reporter. "As I came across a box that was up but with no house, I checked, and there was mail - outgoing mail - in it. And so I picked those up and carried on."

E) USPS has sophisticated emergency plans for natural disasters. Across the country, 285 emergency-management teams are devoted to crisis control. These teams are trained annually using a framework known as the three Ps: people, property, product. After mail service stops due to weather, the agency's top priority is ensuring that employees are safe. Then it evaluates the health of infrastructure, such as the roads that mail carriers drive on. Finally, it decides when and how to re-open operations. If the destruction is extreme, mail addressed to the area will get sent elsewhere. In response to Hurricane Katrina in 2005, USPS redirected incoming New Orleans mail to existing mail facilities in Houston. Mail that was already processed in New Orleans facilities was moved to an upper floor so it would be protected from water damage.

F) As soon as it's safe enough to be outside, couriers(快递员) start distributing accumulated mail on the still-accessible routes. USPS urges those without standing addresses to file change-of-address forms with their new location. After Hurricane Katrina hit in 2005, mail facilities were set up in dozens of locations across the country in the two weeks that USPS was unable to provide street delivery.

G) Every day, USPS processes, on average, 493.4 million pieces of mail - anything from postcards to Social Security checks to medicine. Spokespeople from both USPS and UPS told me all mail is important. But some mail can be extremely sensitive and timely. According to data released in January 2017, 56 percent of bills are paid online, which means that just under half of payments still rely on delivery services to be completed.

H) It can be hard to identify which parcels are carrying crucial items such as Social Security checks, but USPS and UPS try their best to prioritize sensitive material. They will coordinate with the Social Security Administration to make sure that Social Security checks reach the right people in a timely fashion. After Hurricane Florence and Hurricane Michael last fall, USPS worked with state and local election boards to make sure that absentee ballots were available and received on time.

I) Mail companies are logistics(物流) companies, which puts them in a special position to help when disaster strikes. In a 2011 USPS case study, the agency emphasized its massive infrastructure as a "unique federal asset" to be called upon in a disaster or terrorist attack. "I think we're unique as a federal agency," USPS official Mike Swigart told me, "because we're in literally every community in this country... We're obligated to deliver to that point on a daily basis."

J) Private courier companies, which have more dollars to spend, use their expertise in logistics to help revitalize damaged areas after a disaster. For more than a decade, FedEx has supported the American Red Cross in its effort to get emergency supplies to areas affected by disasters, both domestically and internationally. In 2012, the company distributed more than 1,200 MedPacks to Medical Reserve Corps groups in California. They also donated space for 3.1 million pounds of charitable shipping globally. Last October, the company pledged \$1 million in cash and transportation support for Hurricanes Florence and Michael. UPS's charitable arm, the UPS Foundation, uses the company's logistics to help disaster-struck areas rebuild. "We realize that as a company with people, trucks, warehouses, we needed to play a larger role," said Eduardo Martinez, the president of the UPS Foundation. The company employs its trucks and planes to deliver food, medicine, and water. The day before I spoke to Martinez in November, he had been touring the damage from Hurricane Michael in Florida with the American Red Cross. "We have an obligation to make sure our communities are thriving," he said.

K) Rebuilding can take a long time, and even then, impressions of the disaster may still remain. Returning to a normal life can be difficult, but some small routines - mail delivery being one of them - may help residents remember that their communities are still their communities. "When they see that carrier back out on the street," Swigart said, "that's the first sign to them that life is starting to return to normal."

36. The United States Postal Service has a system to ensure its employees' safety.

37. One official says USPS is unique in that it has more direct reach to communities compared with other federal agencies.

38. Natural disasters can have a long-lasting impact on community life.

39. Mail delivery service is still responsible for the completion of almost half of payments.

40. The sight of a mailman on the street is a reassuring sign of life becoming normal again.

41. After Hurricane Katrina interrupted routine delivery, temporary mail service points were set up.

42. Postal service in some regions in the U.S. was suspended due to extreme cold weather.

43. Private postal companies also support disaster relief efforts by distributing urgent supplies.

44. A dedicated USPS employee was on the job carrying out duties in spite of extreme conditions.

45. Postal services work hard to identify items that require priority treatment.

□□□ Is Breakfast Really the Most Important

Meal of the Day?

Is Breakfast Really the Most Important Meal of the Day?

A) Along with old classics like "carrots give you night vision" and "Santa doesn't bring toys to misbehaving children", one of the most well-worn phrases of tired parents everywhere is that breakfast is the most important meal of the day. Many of us grow up believing that skipping breakfast is a serious mistake, even if only two thirds of adults in the UK eat breakfast regularly, according to the British Dietetic Association, and around three-quarters of Americans.

B) "The body uses a lot of energy stores for growth and repair through the night," explains diet specialist Sarah Elder. "Eating a balanced breakfast helps to up our energy, as well as make up for protein and calcium used throughout the night." But there's widespread disagreement over whether breakfast should keep its top spot in the hierarchy(□□) of meals. There have been concerns around the sugar content of cereal and the food industry's involvement in pro-breakfast research - and even one claim from an academic that breakfast is "dangerous".

C) What's the reality? Is breakfast a necessary start to the day or a marketing tactic by cereal companies? The most researched aspect of breakfast (and breakfast-skipping) has been its links to obesity. Scientists have different theories as to why there's a relationship between the two. In one US study that analysed the health data of 50,000 people over seven years, researchers found that those who made breakfast the largest meal of the day were more likely to have a lower body mass index (BMI) than those who ate a large lunch or dinner. The researchers argued that breakfast helps reduce daily calorie intake and improve the quality of our diet - since breakfast foods are often higher in fibre and nutrients.

D) But as with any study of this kind, it was unclear if that was the cause -- or if breakfast-skippers were just more likely to be overweight to begin with. To find out, researchers designed a study in which 52 obese women took part in a 12-week weight loss programme. All had the same number of calories over the day, but half had breakfast, while the other half did not. What they found was that it wasn't breakfast itself that caused the participants to lose weight: it was changing their normal routine.

E) If breakfast alone isn't a guarantee of weight loss, why is there a link between obesity and breakfast-skipping? Alexandra Johnstone, professor of appetite research at the University of Aberdeen, argues that it may simply be

because breakfast-skippers have been found to be less knowledgeable about nutrition and health. "There are a lot of studies on the relationship between breakfast eating and possible health outcomes, but this may be because those who eat breakfast choose to habitually have health-enhancing behaviours such as regular exercise and not smoking," she says.

F) A 2016 review of 10 studies looking into the relationship between breakfast and weight management concluded there is "limited evidence" supporting or refuting the argument that breakfast influences weight or food intake, and more evidence is required before breakfast recommendations can be used to help prevent obesity.

G) Researches from the University of Surrey and University of Aberdeen are halfway through research looking into the mechanisms behind how the time we eat influences body weight. Early findings suggest that a bigger breakfast is beneficial to weight control. Breakfast has been found to affect more than just weight. Skipping breakfast has been associated with a 27% increased risk of heart disease, a 21% higher risk of type 2 diabetes in men, and a 20% higher risk of type 2 diabetes in women. One reason may be breakfast's nutritional value - partly because cereal is fortified with vitamins. In one study on the breakfast habits of 1,600 young people in the UK, researchers found that the fibre and micronutrient intake was better in those who had breakfast regularly. There have been similar findings in Australia, Brazil, Canada and the US.

H) Breakfast is also associated with improved brain function, including concentration and language use. A review of 54 studies found that eating breakfast can improve memory, though the effects on other brain functions were inconclusive. However, one of the review's researchers, Mary Beth Spitznagel, says there is "reasonable" evidence breakfast does improve concentration - there just needs to be more research. "Looking at studies that tested concentration, the number of studies showing a benefit was exactly the same as the number that found no benefit," she says. "And no studies found that eating breakfast was bad for concentration."

I) What's most important, some argue, is what we eat for breakfast. High-protein breakfasts have been found particularly effective in reducing the longing for food and consumption later in the day, according to research by the Australian Commonwealth Scientific and Industrial Research Organisation. While cereal remains a firm favourite among breakfast consumers in the UK and US, a recent investigation into the sugar content of 'adult' breakfast cereals found that some cereals contain more than three-quarters of the recommended daily amount of free sugars in each portion, and sugar was the second or third highest ingredient in cereals.

J) But some research suggests if we're going to eat sugary foods, it's best to do it early. One study recruited 200 obese adults to take part in a 16-week-long diet, where half added dessert to their breakfast, and half didn't. Those who added dessert lost an average of 40 pounds more - however, the study

was unable to show the long-term effects. A review of 54 studies found that there is no consensus yet on what type of breakfast is healthier, and concluded that the type of breakfast doesn't matter as much as simply eating something.

K) While there's no conclusive evidence on exactly what we should be eating and when, the consensus is that we should listen to our own bodies and eat when we're hungry. "Breakfast is most important for people who are hungry when they wake up," Johnstone says. "Each body starts the day differently - and those individual differences need to be researched more closely," Spitznagel says. "A balanced breakfast is really helpful, but getting regular meals throughout the day is more important to leave blood sugar stable through the day, which helps control weight and hunger levels," says Elder. "Breakfast isn't the only meal we should be getting right."

36. According to one professor, obesity is related to a lack of basic awareness of nutrition and health.

37. Some scientists claim that people should consume the right kind of food at breakfast.

38. Opinions differ as to whether breakfast is the most important meal of the day.

39. It has been found that not eating breakfast is related to the incidence of certain diseases in some countries.

40. Researchers found it was a change in eating habits rather than breakfast itself that induced weight loss.

41. To keep oneself healthy, eating breakfast is more important than choosing what to eat.

42. It is widely considered wrong not to eat breakfast.

43. More research is needed to prove that breakfast is related to weight loss or food intake.

44. People who prioritise breakfasts tend to have lower calorie but higher nutritional intake.

45. Many studies reveal that eating breakfast helps people memorise and concentrate.

A South Korean city designed for the

future takes on a life of its own

A South Korean city designed for the future takes on a life of its own

A) Getting around a city is one thing - and then there's the matter of getting from one city to another. One vision of the perfect city of the future is a place

that offers easy access to air travel. In 2011, a University of North Carolina business professor named John Kasarda published a book called *Aerotropolis: The Way We'll Live Next*. Kasarda says future cities should be built intentionally around or near airports. The idea, as he has put it, is to offer businesses "rapid, long-distance connectivity on a massive scale."

B) "The 18th century really was a waterborne(수운) century, the 19th century a rail century, the 20th century a highway, car, truck century - and the 21st century will increasingly be an aviation century, as the globe becomes increasingly connected by air," Kasarda says. Songdo, a city built from scratch in South Korea, is one of Kasarda's prime examples. It has existed for just a few years. "From the outset, it was designed on the basis of connectivity and competitiveness," says Kasarda. "The government built the bridge directly from the airport to the Songdo International Business District and the surface infrastructure was built at the same time as the new airport."

C) Songdo is a stone's throw from South Korea's Incheon Airport, its main international hub(공항). But it takes a lot more than a nearby airport to be a city of the future. Just building a place as an "international business district" doesn't mean it will become one, Park Yeon Soo conceived(생각) this city of the future back in 1986. He considers Songdo his baby. Park sees himself as a visionary. Thirty years after he imagined the city, Park's baby is close to 70 percent built, with 36,000 people living in the business district and 90,000 residents in greater Songdo. It's about an hour outside Seoul, built on former tidal flats along the Yellow Sea. There's a Coast Guard building and a tall trade tower, as well as a park, golf course and university.

D) Chances are you've actually seen this place. Songdo appears in the most famous music video ever to come out of South Korea. "Gangnam Style" refers to the fashionable Gangnam district in Seoul. But some of the video was filmed in Songdo. "I don't know if you remember, there was a scene in a subway station. That was not Gangnam. That was actually Songdo," says Jung Won Son, a professor of urban development at London's Bartlett School of Planning. "Part of the reason to shoot there is that it's new and nice."

E) The city was supposed to be a hub for global companies, with employees from all over the world. But that's not how it has turned out. Songdo's reputation is as a futuristic ghost town, but the reality is more complicated. A bridge with big, light-blue loops leads into the business district. In the center of the main road, there's a long line of flags of the world. On the corner, there's a Starbucks and a 7-Eleven - all of the international brands that you see all over the world nowadays.

F) The city is not empty. There are mothers pushing baby carriages, old women with walkers - even in the middle of the day, when it's 90 degrees out. Byun Young-jin chairs the Songdo real estate association and started selling property here when the first phase of the city opened in 2005. He says demand has boomed in the past couple of years. Most of his clients are Korean. In fact, the developer says, 99 percent of the homes here are sold to

Koreans. Young families move here because the schools are great. And that's the problem: Songdo has become a popular Korean city - more popular as a residential area than a business one. It's not yet the futuristic international business hub that planners imagined. "It's a great place to live. And it's becoming a great place to work," says Scott Summers, vice-president of Gale International, the developer of the city. The floor-to-ceiling windows of his company's offices overlook Songdo Central Park, with a canal full of small boats and people fishing. Shimmering(반짝이는) glass towers line the canal's edge.

G) "What's happened is that our focus on creating that quality of life first has enabled the residents to live here," Summers says. But there needs to be strong economic incentives for companies to locate here. The city is still unfinished, and it feels a bit like a theme park. It doesn't feel all that futuristic. There's a high-tech underground trash disposal system. Buildings are environmentally friendly. Everybody's television set is connected to a system that streams personalized language or exercise classes.

H) But this is not Star Trek. And to some of the residents, Songdo feels hollow. "I'm, like, in prison for weekdays. That's what we call it in the workplace," says a woman in her 20s. She doesn't want to use her name for fear of being fired from her job. She goes back to Seoul every weekend. "I say I'm prison-breaking on Friday nights." But she has to make the prison break in her own car. There's no high-speed train connecting Songdo to Seoul, just over 20 miles away.

I) Park Yeon Soo, the man who first imagined Songdo, feels frustrated, too. He says he built South Korea a luxury vehicle," like Mercedes or BMW. It's a good car now. But we're waiting for a good driver to accelerate." But there are lots of other good cars out there, too. The world is dotted with futuristic, high-tech cities trying to attract the biggest international companies.

J) Songdo's backers contend that it's still early, and business space is filling up about 70 percent of finished offices are now occupied. Brent Ryan, who teaches urban design at MIT, says Songdo proves a universal principle." There have been a lot of utopian(유토피아) cities in history. And the reason we don't know about a lot of them is that they have vanished entirely." In other words, when it comes to cities - or anything else - it is hard to predict the future.

36. Songdo's popularity lies more in its quality of life than its business attraction.

37. The man who conceived Songdo feels disappointed because it has fallen short of his expectations.

38. A scene in a popular South Korean music video was shot in Songdo.

39. Songdo still lacks the financial stimulus for businesses to set up shops there.

40. Airplanes will increasingly become the chief means of transportation, according to a professor.

41. Songdo has ended up different from the city it was supposed to be.

42. Some of the people who work in Songdo complain about boredom in the

workplace.

43. A business professor says that a future city should have easy access to international transportation.

44. According to an urban design professor, it is difficult for city designers to foresee what will happen in the future.

45. Park Yeon Soo, who envisioned Songdo, feels a parental connection with the city.

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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

2020 9 (6) Doctor's orders: Let children just play

Doctor's orders: Let children just play

A. Imagine a drug that could enhance a child's creativity and critical thinking. Imagine that this drug was simple to make, safe to take, and could be had for free. The nation's leading pediatricians() say this miracle compound exists. In a new clinical report, they are urging doctors to prescribe it liberally to the children in their care.

B. "This may seem old-fashioned, but there are skills to be learned when kids aren't told what to do," said Dr. Michael Yogman, a Harvard Medical School pediatrician who led the drafting of the call to arms. Whether it's rough physical play, outdoor play or pretend play, kids derive important lessons from the chance to make things up as they go, he said.

C. The advice, issued Monday by the American Academy of Pediatrics, may come as a shock to some parents. After spending years fretting() over which toys to buy, which apps to download and which skill-building programs to send their kids to after school, letting them simply play or better yet, playing with them could seem like a step backward. The pediatricians insist that it's not. The academy's guidance does not include specific

recommendations for the dosing of play. Instead, it asks doctors to advise parents before their babies turn two that play is essential to healthy development.

D. "Play is not silly behavior," the academy's report declares. It fosters children's creativity, cooperation, and problem-solving skills all of which are critical for a 21st-century workforce. When parents engage in play with their children, it builds a wall against the harmful effects of all kinds of stress, including poverty, the academy says. In the pediatricians' view, essentially every life skill that's valued in adults can be built up with play. "Collaboration, negotiation, decision-making, creativity, leadership, and increased physical activity are just some of the skills and benefits children gain through play," they wrote. The pediatricians' appeal comes as kids are being squeezed by increasing academic demands at school and the constant invasion of digital media.

E. The trends have been a long time coming. Between 1981 and 1997, detailed time-use studies showed that the time children spent at play declined by 25 percent. Since the adoption of sweeping education reforms in 2001, public schools have steadily increased the amount of time devoted to preparing for standardized tests. The focus on academic "skills and drills" has cut deeply into recess(□□□□) and other time for free play.

F. By 2009, a study of Los Angeles kindergarten classrooms found that five-year-olds were so burdened with academic requirements that they were down to an average of just 19 minutes per day of "choice time," when they were permitted to play freely with blocks, toys or other children. One in four Los Angeles teachers reported there was no time at all for "free play." Increased academic pressures have left 30 percent of U.S. kindergarten classes without any recess. Such findings prompted the American Academy of Pediatrics to issue a policy statement in 2013 on the "crucial role of recess in school."

G. Pediatricians aren't the only ones who have noticed. In a report titled "Crisis in the Kindergarten," a group of educators, health professionals and child advocates called the loss of play in early childhood "a tragedy, both for the children themselves and for our nation and the world." Kids in play-based kindergartens "end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people," the Alliance for Childhood said in 2009. Indeed, new research demonstrates why playing with blocks might have been time better spent, Yogman said. The trial assessed the effectiveness of an early mathematics intervention(□□) aimed at preschoolers. The results showed almost no gains in math achievement.

H. Another playtime thief: the growing proportion of kids' time spent in front of screens and digital devices, even among preschoolers. Last year, Common Sense Media reported that children up through age eight spent an average of two hours and 19 minutes in front of screens each day, including an average of 42 minutes a day for those under two. This increase of digital use comes with rising risks of obesity, sleep deprivation and cognitive(□□□), language

and social-emotional delays, the American Academy of Pediatrics warned in 2016.

I. "I respect that parents have busy lives and it's easy to hand a child an iPhone," Yogman said. "But there's a cost to that. For young children, it's much too passive. And kids really learn better when they're actively engaged and have to really discover things."

J. The decline of play is a special hazard for the roughly 1 in 5 children in the United States who live in poverty. These 14 million children most urgently need to develop the resilience() that is cultivated with play. Instead, Yogman said, they are disproportionately affected by some of the trends that are making play scarce; academic pressures at schools that need to improve test scores, outside play areas that are limited or unsafe, and parents who lack the time or energy to share in playtime.

K. Yogman also worries, about the pressures that squeeze playtime for more affluent kids. "The notion that as parents we need to schedule every minute of their time is not doing them a great service," he said. Even well-meaning parents may be "robbing them of the opportunity to have that joy of discovery and curiosity the opportunity to find things out on their own."

L. Play may not be a hard sell to kids. But UCLA pediatrician Carlos Lerner acknowledged that the pediatricians' new prescription may meet with skepticism() from parents, who are anxious for advice on how to give their kids a leg up in the world. They should welcome the simplicity of the message, Lerner said. "It's liberating to be able to offer them this advice: that you spending time with your child and letting him play is one of the most valuable things you can do," he said. "It doesn't have to involve spending a lot of money or time, or joining a parenting group. It's something we can offer that's achievable. They just don't recognize it right now as particularly valuable."

36. Increased use of digital devices steals away children's playtime.

37. Since the beginning of this century, an increasing amount of time has been shifted in public schools from recess to academic activities.

38. It has been acknowledged that while kids may welcome pediatricians' recommendation, their parents may doubt its feasibility.

39. According to some professionals, deprivation of young children's playtime will do harm not only to children themselves but to the country and the world.

40. By playing with children, parents can prevent them from being harmed by stress.

41. Playing with digital devices discourages kids from active discovery, according to pediatrician Dr. Michael Yogman.

42. The suggestion of letting children simply play may sound like going backwards to parents who want to help build their children's skills.

43. Dr. Michael Yogman believes the idea that parents should carefully schedule children's time may not be helpful to their growth.

44. One quarter of teachers in an American city said that children in

kindergartens had no time for playing freely.

45. According to a pediatrician, no matter what kind of play children engage in, they are learning how to create things.

2020 9月 10日 (9月6日 星期一) Why Are Asian

Americans Missing from Our Textbooks?

Why Are Asian Americans Missing from Our Textbooks?

A. I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that "San Francisco" translated to "Gold Mountain" in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I'd have the chance to learn about them.

B. My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian's hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown. That was it.

C. I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. 'The class was a revelation.' I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren't the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?

D. Our students - Asian, Latino, African American, Native American, and, yes, white - stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.

E. For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to

be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic - an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays Lunar New Year! Red envelopes! Lion dancers! but they're quick to gloss over() the challenges and injustices that Asian Americans have faced. Most students don't, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don't hear the narratives of how and why Southeast Asian refugees() had to rebuild their lives here.

F. Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California's history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% African American, 4% Native American, and 1% Latino. None were Asian American.

G. Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. "There hasn't been much progress," says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures() at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in stereotypical() roles, such as engineers.

H. Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

I. How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it's not so much about the teacher's background, but about training. "You can have a great curriculum but if you don't have teachers dedicated() to teaching it well," she says, "it won't work as well as you want it to."

J. Some teachers are finding ways to expose students to Asian-American issues - if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California.

His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages. Wong, a middle school teacher during the school year hopes he's exposing the students to how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area. "I planted the seeds early," he says. "That's what I'm hoping for."

K. And, despite setbacks, the tide may finally be turning: California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at its high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.

36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school-classrooms.

37. Little information can be found about Chinese immigrants in the author's school library.

38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.

39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.

40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.

41. Students of ethnic backgrounds learn better from a multicultural curriculum.

42. Now more and more high schools in America are including ethnic studies in their curriculums.

43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.

44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.

45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

□□□ The Place Where the Poor Once Thrived

The Place Where the Poor Once Thrived

[A] This is the land of opportunity. If that weren't already implied by the landscape - rolling green hills, palm trees, sun-kissed flowers - then it's evident in the many stories of people who grew up poor in these sleepy neighborhoods and rose to enormous success. People like Tri Tran, who fled Vietnam on a boat in 1986, showed up in San Jose with nothing, made it to MIT, and then founded the food-delivery start-up Munchery, which is valued at \$300 million.

[B] Indeed, data suggests that this is one of the best places to grow up poor in America. A child born in the early 1980s into a low-income family in San Jose had a 12.9 percent chance of becoming a high earner as an adult, according to a landmark study released in 2014 by the economist Raj Chetty and his colleagues from Harvard and Berkeley. That number - 12.9 percent - may not seem remarkable, but it was: Kids in San Jose whose families fell in the bottom quintile(□□□□) of income nationally had the best shot in the country at reaching the top quintile.

[C] By contrast, just 4.4 percent of poor kids in Charlotte moved up to the top; in Detroit the figure was 5.5 percent. San Jose had social mobility comparable to Denmark's and Canada's and higher than other progressive cities such as Boston and Minneapolis.

[D] The reasons kids in San Jose performed so well might seem obvious. Some of the world's most innovative companies are located here, providing opportunities such as the one seized by a 12-year-old Mountain View resident named Steve Jobs when he called William Hewlett to ask for spare parts and subsequently received a summer job. This is a city of immigrants - 38 percent of the city's population today is foreign-born - and immigrants and their

children have historically experienced significant upward mobility in America. The city has long had a large foreign-born population (26.5 percent in 1990), leading to broader diversity, which, the Harvard and Berkeley economists say, is a good predictor of mobility.

[E] Indeed, the streets of San Jose seem, in some ways, to embody the best of America. It's possible to drive in a matter of minutes from sleek() office towers near the airport where people pitch ideas to investors, to single-family homes with orange trees in their yards, or to a Vietnamese mall. The libraries here offer programs in 17 languages, and there are areas filled with small businesses owned by Vietnamese immigrants, Mexican immigrants, Korean immigrants, and Filipino immigrants, to name a few.

[F] But researchers aren't sure exactly why poor kids in San Jose did so well. The city has a low prevalence of children growing up in single-parent families, and a low level of concentrated poverty, both factors that usually mean a city allows for good intergenerational mobility. But San Jose also performs poorly on some of the measures correlated with good mobility. It is one of the most unequal places out of the 741 that the researchers measured, and it has high degrees of racial and economic segregation(). Its schools underperform based on how much money there is in the area, said Ben Scuderi, a predoctoral fellow at the Equality of Opportunity Project at Harvard, which uses big data to study how to improve economic opportunities for low-income children. "There's a lot going on here which we don't totally understand," he said. "It's interesting, because it kind of defies our expectations."

[G] The Chetty data shows that neighborhoods and places mattered for children born in the San Jose area of the 1980s. Whether the city still allows for upward mobility of poor kids today, though, is up for debate. Some of the indicators such as income inequality, measured by the Equality of Opportunity Project for the year 2000, have only worsened in the past 16 years.

[H] Some San Jose residents say that as inequality has grown in recent years, upward mobility has become much more difficult to achieve. As Silicon Valley has become home to more successful companies, the flood of people to the area has caused housing prices to skyrocket. By most measures, San Jose is no longer a place where low-income, or even middle-income families, can afford to live. Rents in San Jose grew 42.6 percent between 2006 and 2014, which was the largest increase in the country during that time period. The city has a growing homelessness problem, which it tried to address by shutting down "The Jungle," one of the largest homeless encampments() in the nation, in 2014. Inequality is extreme: The Human Development Index - a measure of life expectancy, education and per capita() income - gives East San Jose a score of 4.85 out of 10, while nearby Cupertino, where Apple's headquarters sits, receives a 9.26. San Jose used to have a happy mix of factors - cheap housing, closeness to a rapidly developing industry, tightly-knit immigrant communities - that together opened up the possibility of prosperity for even its poorest residents. But in recent years, housing prices

have skyrocketed, the region's rich and poor have segregated, and middle-class jobs have disappeared. Given this, the future for the region's poor doesn't look nearly as bright as it once did.

[I] Leaders in San Jose are determined to make sure that the city regains its status as a place where even poor kids can access the resources to succeed. With Silicon Valley in its backyard, it certainly has the chance to do so. "I think there is a broad consciousness in the Valley that we can do better than to leave thousands of our neighbors behind through a period of extraordinary success," San Jose Mayor Sam Liccardo said.

[J] But in today's America - a land of rising inequality, increasing segregation, and stagnating(□□□□) middle-class wages - can the San Jose region really once again become a place of opportunity?

[K] The idea that those at the bottom can rise to the top is central to America's ideas about itself. That such mobility has become more difficult in San Jose raised the questions about the endurance of that foundational belief. After all, if the one-time land of opportunity can't be fixed, what does that say for the rest of America?

36. According to some people living in San Jose, it has become much harder for the poor to get ahead due to the increased inequality.

37. In American history, immigrants used to have a good chance to move upward in society.

38. If the problems of San Jose can't be solved, one of America's fundamental beliefs about itself can be shaken.

39. San Jose was among the best cities in America for poor kids to move up the social ladder.

40. Whether poor kids in San Jose today still have the chance to move upward is questionable.

41. San Jose's officials are resolved to give poor kids access to the resources necessary for success in life.

42. San Jose appears to manifest some of the best features of America.

43. As far as social mobility is concerned, San Jose beat many other progressive cities in America.

44. Due to some changes like increases in housing prices in San Jose, the prospects for its poor people have dimmed.

45. Researchers do not have a clear idea why poor children in San Jose achieved such great success several decades ago.

□□□ Poverty is a story about us, not them

Poverty is a story about us, not them

[A] Too often still, we think we know what poverty looks like. It's the way

we've been taught, the images we've been force-fed for decades. The chronically homeless. The undocumented immigrant. The urban poor, usually personified as a woman of color, the "welfare queen" politicians still too often reference.

[B] But as income inequality rises to record levels in the United States, even in the midst of a record economic expansion, those familiar images are outdated, hurtful, and counterproductive to focusing attention on solutions and building ladders of opportunity.

[C] Today's faces of income inequality and lack of opportunity look like all of us. It's Anna Landre, a disabled Georgetown University student fighting to keep health benefits that allow her the freedom to live her life. It's Tiffanie Standard, a counselor for young women of color in Philadelphia who want to be tech entrepreneurs - but who must work multiple jobs to stay afloat. It's Ken Outlaw, a welder in rural North Carolina whose dream of going back to school at a local community college was dashed by Hurricane Florence - just one of the extreme weather events that have tipped the balance for struggling Americans across the nation.

[D] If these are the central characters of our story about poverty, what layers of perceptions, myths, and realities must we unearth to find meaningful solutions and support? In pursuit of revealing this complicated reality, Mothering Justice, led by women of color, went last year to the state capital in Lansing, Michigan, to lobby on issues that affect working mothers. One of the Mothering Justice organizers went to the office of a state representative to talk about the lack of affordable childcare - the vestiges() of a system that expected mothers to stay home with their children while their husbands worked. A legislative staffer dismissed the activist's concerns, telling her "my husband took care of that - I stayed home."

[E] That comment, says Mothering Justice director Danielle Atkinson, "was meant to shame" and relied on the familiar notion that a woman of color concerned about income inequality and programs that promote mobility must by definition be a single mom, probably with multiple kids. In this case, Mothering Justice activist happened to be married. And in most cases in the America of 2019, the images that come to mind when we hear the words poverty or income inequality fail miserably in reflecting a complicated reality: poverty touches virtually all of us. The face of income inequality, for all but a very few of us, is the one we each see in the mirror.

[F] How many of us are poor in the U.S.? It depends on who you ask. According to the Census Bureau, 38 million people in the U.S. are living below the official poverty thresholds. Taking into account economic need beyond that absolute measure, the Institute for Policy Studies found that 140 million people are poor or low-income. That's almost half the U.S. population.

[G] Whatever the measure, within that massive group, poverty is extremely diverse. We know that some people are more affected than others, like children, the elderly, people with disabilities, and people of color.

[H] But the fact that 4 in 10 Americans can't come up with \$400 in an emergency is a commonly cited statistic for good reason: economic instability stretches across race, gender, and geography. It even reaches into the middle classes, as real wages have stagnated(□□□) for all but the very wealthy and temporary spells of financial instability are not uncommon.

[I] Negative images remain of who is living in poverty as well as what is needed to move out of it. The big American myth is that you can pull yourself up by your own efforts and change a bad situation into a good one. The reality is that finding opportunity without help from families, friends, schools, and community is virtually impossible. And the playing field is nothing close to level.

[J] The FrameWorks Institute, a research group that focuses on public framing of issues, has studied what sustains stereotypes and narratives of poverty in the United Kingdom. "People view economic success and wellbeing in life as a product of choice, willpower and drive," says Nat Kendall-Taylor, CEO of FrameWorks. "When we see people who are struggling," he says, those assumptions "lead us to the perception that people in poverty are lazy, they don't care, and they haven't made the right decisions."

[K] Does this sound familiar? Similar ideas surround poverty in the U.S. And these assumptions give a false picture of reality. "When people enter into that pattern of thinking," says Kendall-Taylor, "it's cognitively comfortable to make sense of issues of poverty in that way. It creates a kind of cognitive blindness - all of the factors external to a person's drive and choices that they've made become invisible and fade from view."

[L] Those external factors include the difficulties accompanying low-wage work or structural discrimination based on race, gender, or ability. Assumptions get worse when people who are poor use government benefits to help them survive. There is a great tension between "the poor" and those who are receiving what has become a dirty word: "welfare."

[M] According to the General Social Survey, 71 percent of respondents believe the country is spending too little on "assistance to the poor." On the other hand, 22 percent think we are spending too little on "welfare": 37 percent believe we are spending too much.

[N] "Poverty has been interchangeable with people of color - specifically black women and black mothers," says Atkinson of Mothering Justice. It's true that black mothers are more affected by poverty than many other groups, yet they are disproportionately the face of poverty. For example, Americans routinely overestimate the share of black recipients of public assistance programs.

[O] In reality, most people will experience some form of financial hardship at some point in their lives. Indeed, people tend to dip in and out of poverty, perhaps due to unexpected obstacles like losing a job, or when hours of a low-wage job fluctuate.

[P] Something each of us can do is to treat each other with the dignity and sympathy that is deserved and to understand deeply that the issue of poverty

touches all of us.

36. One legislative staffer assumed that a woman of color who advocated affordable childcare must be a single mother.

37. People from different races, genders, and regions all suffer from a lack of financial security.

38. According to a survey, while the majority believe too little assistance is given to the poor, more than a third believe too much is spent on welfare.

39. A research group has found that Americans who are struggling are thought to be lazy and to have made the wrong decisions.

40. Under the old system in America, a mother was supposed to stay home and take care of her children.

41. It was found that nearly 50% of Americans are poor or receive low pay.

42. Americans usually overestimate the number of blacks receiving welfare benefits.

43. It impossible for Americans to lift themselves out of poverty entirely on their own.

44. Nowadays, it seems none of us can get away from income inequality.

45. Assumptions about poor people become even more negative when they live on welfare.

☐☐☐ The History of the Lunch Box

The History of the Lunch Box

[A] It was made of shiny, bright pink plastic with a Little Mermaid sticker on the front, and I carried it with me nearly every single day. My lunch box was one of my first prized possessions, a proud statement to everyone in my kindergarten: "I love Mermaid-Ariel on my lunch box."

[B] That bulky container served me well through my first and second grades, until the live-action version of 101 Dalmatians hit theaters, and I needed the newest red plastic box with characters like Pongo and Perdita on the front. I know I'm not alone here - but you loved your first lunch box, too.

[C] Lunch boxes have been connecting kids to cartoons and TV shows and super-heroes for decades. But it wasn't always that way. Once upon a time, they weren't even boxes. As schools have changed in the past century, the midday meal container has evolved right along with them.

[D] Let's start back at the beginning of the 20th century - the beginning of the lunch box story, really. While there were neighborhood schools in cities and suburbs, one-room schoolhouses were common in rural areas. As grandparents have been saying for generations, kids would travel miles to school in the countryside (often on foot).

[E] "You had kids in rural areas who couldn't go home from school for lunch, so

bring your lunch wrapped in a cloth, in oiled paper, in a little wooden box or something like that was a very longstanding rural tradition," says Paula Johnson, head of food history section at the Smithsonian National Museum of American History in Washington, D.C.

[F] City kids, on the other hand, went home for lunch and came back. Since they rarely carried a meal, the few metal lunch buckets on the market were mainly for tradesmen and factory workers.

[G] After World War II, a bunch of changes reshaped schools - and lunches. More women joined the workforce. Small schools consolidated into larger ones, meaning more students were farther away from home. And the National School Lunch Act in 1946 made cafeterias much more common. Still, there wasn't much of a market for lunch containers yet. Students who carried their lunch often did so in a re-purposed bucket or tin of some kind.

[H] And then everything changed in the year of 1950. You might as well call it the Year of the Lunch Box, thanks in large part to a genius move by a Nashville-based manufacturer, Aladdin Industries. The company already made square metal meal containers, the kind workers carried, and some had started to show up in the hands of school kids.

[I] But these containers were really durable, lasting years on end. That was great for the consumer, not so much for the manufacturer. So executives at Aladdin hit on an idea that would harness the newfound popularity of television. They covered lunch boxes with striking red paint and added a picture of TV and radio cowboy Hopalong Cassidy on the front.

[J] The company sold 600,000 units the first year. It was a major "Ah-ha!" moment, and a wave of other manufacturers jumped on board to capitalize on new TV shows and movies. "The Partridge Family, the Addams Family, the Six Million Dollar Man, the Bionic Woman -everything that was on television ended up on a lunch box," says Allen Woodall. He's the founder of the Lunch Box Museum in Columbus, Georgia. "It was a great marketing tool because kids were taking that TV show to school with them, and then when they got home they had them captured back on TV," he says.

[K] And yes, you read that right: There is a lunch box museum, right near the Chattahoochee River. Woodall has more than 2,000 items on display. His favorite? The Green Hornet lunch box, because he used to listen to the radio show back in the 1940s.

[L] The new trend was also a great example of planned obsolescence, that is, to design a product so that it will soon become unfashionable or impossible to use and will need replacing. Kids would beg for a new lunch box every year to keep up with the newest characters, even if their old lunch box was perfectly usable.

[M] The metal lunch box craze lasted until the mid-1980s, when plastic took over. Two theories exist as to why. The first - and most likely - is that plastic had simply become cheaper. The second theory - possibly an urban myth - is that concerned parents in several states proposed bans on metal lunch boxes,

claiming kids were using them as "weapons" to hit one another. There's a lot on the internet about a state-wide ban in Florida, but a few days' worth of digging by a historian at the Florida State Historical Society found no such legislation. Either way, the metal lunch box was out.

[N] The last few decades have brought a new lunch box revolution, of sorts. Plastic boxes changed to lined cloth sacks, and eventually, globalism brought tiffin containers from India and bento boxes from Japan. Even the old metal lunch boxes have regained popularity. "I don't think the heyday(黄金时代) has passed," says D.J. Jayasekara, owner and founder of lunchbox.com, a retailer in Pasadena, California. "I think it has evolved. The days of the ready-made, 'you stick it in a lunch box and carry it to school' are kind of done."

[O] The introduction of backpacks changed the lunch box scene a bit, he adds. Once kids started carrying book bags, that bulky traditional lunch box was hard to fit inside. "But you can't just throw a sandwich in a backpack," Jayasekara says. "It still has to go into a container." That is, in part, why smaller and softer containers have taken off - they fit into backpacks.

[P] And don't worry - whether it's a plastic bento box or a cloth bag, lunch containers can still easily be covered with popular culture. "We keep pace with the movie industries so we can predict which characters are going to be popular for the coming months," Jayasekara says. "You know, kids are kids."

36. Lunch containers were not necessary for school kids in cities.

37. Putting TV characters on lunch boxes proved an effective marketing strategy.

38. Smaller lunch boxes are preferred because they fit easily into backpacks.

39. Lunch boxes have evolved along with the transformation of schools.

40. Around the beginning of the nineteen fifties, some school kids started to use metal meal containers.

41. School kids are eager to get a new lunch box every year to stay in fashion.

42. Rural kids used to walk a long way to school in the old days.

43. The author was proud of using a lunch box in her childhood.

44. The most probable reason for the popularity of plastic lunch boxes is that they are less expensive.

45. The durability of metal meal containers benefited consumers.

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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

□□□ The start of high school doesn't have to be stressful

The start of high school doesn't have to be stressful

A) This month, more than 4 million students across the nation will begin high school. Many will do well. But many will not. Consider that nearly two-thirds of students will experience the "ninth-grade shock," which refers to a dramatic drop in a student's academic performance. Some students cope with this shock by avoiding challenges. For instance, they may drop difficult coursework. Others may experience a hopelessness that results in failing their core classes, such as English, science and math.

B) This should matter a great deal to parents, teachers and policymakers. Ultimately it should matter to the students themselves and society at large, because students' experience of transitioning(□□) to the ninth grade can have long-term consequences not only for the students themselves but for their home communities. We make these observations as research psychologists who have studied how schools and families can help young people thrive.

C) In the new global economy, students who fail to finish the ninth grade with passing grades in college preparatory coursework are very unlikely to graduate on time and go on to get jobs. One study has calculated that the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more. This is based on higher earnings and avoided costs in health care, crime, welfare dependence and other things.

D) The consequences of doing poorly in the ninth grade can impact more than

students' ability to find a good job. It can also impact the extent to which they enjoy life. Students lose many of the friends they turned to for support when they move from the eighth to the ninth grade. One study of ninth-grade students found that 50 percent of friendships among ninth graders changed from one month to the next, signaling striking instability in friendships.

E) In addition, studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan. Researchers think that one explanation is that ties to friends are broken while academic demands are rising. Furthermore, most adult cases of clinical depression first emerge in adolescence(□□□). The World Health Organization reports that depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity.

F) Given all that's riding on having a successful ninth grade experience, it pays to explore what can be done to meet the academic, social and emotional challenges of the transition to high school. So far, our studies have yielded one main insight: Students' beliefs about change - their beliefs about whether people are stuck one way forever, or whether people can change their personalities and abilities - are related to their ability to cope, succeed academically and maintain good mental health. Past research has called these beliefs "mindsets(□□□□)," with a "fixed mindset" referring to the belief that people cannot change and a "growth mindset" referring to the belief that people can change.

G) In one recent study, we examined 360 adolescents' beliefs about the nature of "smartness" - that is, their fixed mindsets about intelligence. We then assessed biological stress responses for students whose grades were dropping by examining their stress hormones(□□□). Students who believed that intelligence is fixed - that you are stuck being "not smart" if you struggle in school showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade. If students believed that intelligence could improve - that is to say, when they held more of a growth mindset of intelligence - they showed lower levels of stress hormones when their grades were declining. This was an exciting result because it showed that the body's stress responses are not determined solely by one's grades. Instead, declining grades only predicted worse stress hormones among students who believed that worsening grades were a permanent and hopeless state of affairs.

H) We also investigated the social side of the high school transition. In this study, instead of teaching students that their smartness can change, we taught them that their social standing - that is, whether they are bullied or excluded or left out - can change over time. We then looked at high school students' stress responses to daily social difficulties. That is, we taught them a growth mindset about their social lives. In this study, students came into the laboratory and were asked to give a public speech in front of upper-year students. The topic of the speech was what makes one popular in high school.

Following this, students had to complete a difficult mental math task in front of the same upper-year students.

I) Experiment results showed that students who were not taught that people can change showed poor stress responses. When these students gave the speech, their blood vessels contracted and their hearts pumped less blood through the body - both responses that the body shows when it is preparing for damage or defeat after a physical threat. Then they gave worse speeches and made more mistakes in math. But when students were taught that people can change, they had better responses to stress, in part because they felt like they had the resources to deal with the demanding situation. Students who got the growth mindset intervention() showed less-contracted blood vessels and their hearts pumped more blood - both of which contributed to more oxygen getting to the brain, and, ultimately, better performance on the speech and mental math tasks.

J) These findings lead to several possibilities that we are investigating further. First, we are working to replicate() these findings in more diverse school communities. We want to know in which types of schools and for which kinds of students these growth mindset ideas help young people adapt to the challenges of high school. We also hope to learn how teachers, parents or school counselors can help students keep their ongoing academic or social difficulties in perspective. We wonder what would happen if schools helped to make beliefs about the potential for change and improvement a larger feature of the overall school culture, especially for students starting the ninth grade.

36. The number of people experiencing depression shows a sharp increase in the first year of high school.

37. According to one study, students' academic performance is not the only decisive factor of their stress responses.

38. Researchers would like to explore further how parents and schools can help ninth graders by changing their mindset.

39. According to one study, each high school graduate contributes at least 500,000 dollars to the local economy.

40. In one study, students were told their social position in school is not unchangeable.

41. It is reported that depression results in enormous economic losses worldwide.

42. One study showed that friendships among ninth graders were far from stable.

43. More than half of students will find their academic performance declining sharply when they enter the ninth grade.

44. Researchers found through experiments that students could be taught to respond to stress in a more positive way.

45. It is beneficial to explore ways to cope with the challenges facing students entering high school.

□□□ What happens when a language has no words for numbers?

What happens when a language has no words for numbers?

A) Numbers do not exist in all cultures. There are numberless hunter-gatherers in Amazonia, living along branches of the world's largest river tree. Instead of using words for precise quantities, these people rely exclusively on terms similar to "a few" or "some." In contrast, our own lives are governed by numbers. As you read this, you are likely aware of what time it is, how old you are, your checking account balance, your weight and so on. The exact numbers we think with impact everything in our lives.

B) But, in a historical sense, number-conscious people like us are the unusual ones. For the bulk of our species' approximately 200,000-year lifespan, we had no means of precisely representing quantities. What's more, the 7,000 or so languages that exist today vary dramatically in how they utilize numbers.

C) Speakers of anumeric, or numberless, languages offer a window into how the invention of numbers reshaped the human experience. Cultures without numbers, or with only one or two precise numbers, include the Mundurucu and Piraha in Amazonia. Researchers have also studied some adults in Nicaragua who were never taught number words. Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four. In an experiment, a researcher will place nuts into a can one at a time and then remove them one by one. The person watching is asked to signal when all the nuts have been removed. Responses suggest that anumeric people have some trouble keeping track of how many nuts remain in the can, even if there are only four or five in total.

D) This and many other experiments have led to a simple conclusion: When people do not have number words, they struggle to make quantitative distinctions that probably seem natural to someone like you or me. While only a small portion of the world's languages are anumeric or nearly anumeric, they demonstrate that number words are not a human universal.

E) It is worth stressing that these anumeric people are cognitively(□□□□□) normal, well-adapted to the surroundings they have dominated for centuries. As a child, I spent some time living with anumeric people, the Piraha who live along the banks of the black Maici River. Like other outsiders, I was continually impressed by their superior understanding of the ecology we shared. Yet numberless people struggle with tasks that require precise discrimination between quantities. Perhaps this should be unsurprising. After all, without counting, how can someone tell whether there are, say, seven or eight

coconuts(椰子) in a tree? Such seemingly straightforward distinctions become blurry through numberless eyes.

F) This conclusion is echoed by work with anumeric children in industrialized societies. Prior to being spoon-fed number words, children can only approximately discriminate quantities beyond three. We must be handed the cognitive tools of numbers before we can consistently and easily recognize higher quantities. In fact, acquiring the exact meaning of number words is a painstaking process that takes children years. Initially, kids learn numbers much like they learn letters. They recognize that numbers are organized sequentially, but have little awareness of what each individual number means. With time, they start to understand that a given number represents a quantity greater by one than the number coming before it. This "successor principle" is part of the foundation of our numerical(数值) cognition, but requires extensive practice to understand.

G) None of us, then, is really a "numbers person." We are not predisposed to handle quantitative distinctions skillfully. In the absence of the cultural traditions that fill our lives with numbers from infancy, we would all struggle with even basic quantitative distinctions. Number words and their written forms transform our quantitative reasoning as they are introduced into our cognitive experience by our parents, peers and school teachers. The process seems so normal that we sometimes think of it as a natural part of growing up, but it is not. Human brains come equipped with certain quantitative instincts that are refined with age, but these instincts are very limited.

H) Compared with other mammals, our numerical instincts are not as remarkable as many assume. We even share some basic instinctual quantitative reasoning with distant non-mammalian relatives like birds. Indeed, work with some other species suggests they too can refine their quantitative thought if they are introduced to the cognitive power tools we call numbers.

I) So, how did we ever invent "unnatural" numbers in the first place? The answer is, literally, at your fingertips. The bulk of the world's languages use base-10, base-20 or base-5 number systems. That is, these smaller numbers are the basis of larger numbers. English is a base-10 or decimal(十进制) language, as evidenced by words like 14 ("four"+"10") and 31 ("three"×"10"+"one"). We speak a decimal language because an ancestral tongue, proto-Indo-European, was decimally based. Proto-Indo-European was decimally oriented because, as in so many cultures, our ancestors' hands served as the gateway to the realization that "five fingers on one hand is the same as five fingers on the other." Such momentary thoughts were represented in words and passed down across generations. This is why the word "five" in many languages is derived from the word for "hand." Most number systems, then, are the by-product of two key factors: the human capacity for language and our inclination for focusing on our hands and fingers. This manual fixation - an indirect by-product of walking upright on two

legs - has helped yield numbers in most cultures, but not all.

J) Cultures without numbers also offer insight into the cognitive influence of particular numeric traditions. Consider what time it is. Your day is ruled by minutes and seconds, but these concepts are not real in any physical sense and are nonexistent to numberless people. Minutes and seconds are the verbal and written representations of an uncommon base-60 number system used in ancient Mesopotamia. They reside in our minds, numerical artifacts(□□ □□) that not all humans inherit conceptually.

K) Research on the language of numbers shows, more and more, that one of our species' key characteristics is tremendous linguistic(□□□) and cognitive diversity. If we are to truly understand how much our cognitive lives differ cross-culturally, we must continually explore the depths of our species' linguistic diversity.

36. It is difficult for anumeric people to keep track of the change in numbers even when the total is very small.

37. Human numerical instincts are not so superior to those of other mammals as is generally believed.

38. The author emphasizes being anumeric does not affect one's cognitive ability.

39. In the long history of mankind, humans who use numbers are a very small minority.

40. An in-depth study of differences between human languages contributes to a true understanding of cognitive differences between cultures.

41. A conclusion has been drawn from many experiments that anumeric people have a hard time distinguishing quantities.

42. Making quantitative distinctions is not an inborn skill.

43. Every aspect of our lives is affected by numbers.

44. Larger numbers are said to be built upon smaller numbers.

45. It takes great efforts for children to grasp the concept of number words.

□ □ □ **Science of setbacks: How failure can improve career prospects**

Science of setbacks: How failure can improve career prospects

A) How do early career setbacks affect our long-term success? Failures can help us learn and overcome our fears. But disasters can still wound us. They can screw us up and set us back. Wouldn't it be nice if there was genuine, scientifically documented truth to the expression "what doesn't kill you makes you stronger"?

B) One way social scientists have probed the effects of career setbacks is to look at scientists of very similar qualifications. These scientists, for reasons that are mostly arbitrary, either just missed getting a research grant or just barely made it. In social sciences, this is known as examining "near misses" and "narrow wins" in areas where merit is subjective. That allows researchers to measure only the effects of being chosen or not. Studies in this area have found conflicting results. In the competitive game of biomedical science, research has been done on scientists who narrowly lost or won grant money. It suggests that narrow winners become even bigger winners down the line. In other words, the rich get richer.

C) A 2018 study published in the Proceedings of the National Academy of Sciences, for example, followed researchers in the Netherlands. Researchers concluded that those who just barely qualified for a grant were able to get twice as much money within the next eight years as those who just missed out. And the narrow winners were 50 percent more likely to be given a professorship.

D) Others in the US have found similar effects with National Institutes of Health early-career fellowships launching narrow winners far ahead of close losers. The phenomenon is often referred to as the Matthew effect, inspired by the Bible's wisdom that to those who have, more will be given. There's a good explanation for the phenomenon in the book *The Formula: The Universal Laws of Success* by Albert Laszlo Barabasi. According to Barabasi, it's easier and less risky for those in positions of power to choose to hand awards and funding to those who've already been so recognized.

E) This is bad news for the losers. Small early career setbacks seem to have a disproportionate effect down the line. What didn't kill them made them weaker. But other studies using the same technique have shown there's sometimes no penalty to a near miss. Students who just miss getting into top high schools or universities do just as well later in life as those who just manage to get accepted. In this case, what didn't kill them simply didn't matter. So is there any evidence that setbacks might actually improve our career prospects? There is now.

F) In a study published in *Nature Communications*, Northwestern University sociologist Dashun Wang tracked more than 1,100 scientists who were on the border between getting a grant and missing out between 1990 and 2005. He followed various measures of performance over the next decade. These included how many papers they authored and how influential those papers were, as measured by the number of subsequent citations. As expected, there was a much higher rate of attrition() among scientists who didn't get grants. But among those who stayed on, the close losers performed even better than the narrow winners. To make sure this wasn't by chance, Wang conducted additional tests using different performance measures. He examined how many times people were first authors on influential studies, and the like.

G) One straightforward reason close losers might outperform narrow winners is that the two groups have comparable ability. In Wang's study, he selected the most determined, passionate scientists from the loser group and culled() what he deemed the weakest members of the winner group. Yet the persevering losers still came out on top. He thinks that being a close loser might give people a psychological boost, or the proverbial kick in the pants.

H) Utrecht University sociologist Arnout van de Rijt was the lead author on the 2018 paper showing the rich get richer. He said the new finding is apparently reasonable and worth some attention. His own work showed that although the narrow winners did get much more money in the near future, the actual performance of the close losers was just as good.

I) He said the people who should be paying regard to the Wang paper are the funding agents who distribute government grant money. After all, by continuing to pile riches on the narrow winners, the taxpayers are not getting the maximum bang for their buck if the close losers are performing just as well or even better. There's a huge amount of time and effort that goes into the process of selecting who gets grants, he said, and the latest research shows that the scientific establishment is not very good at distributing money. "Maybe we should spend less money trying to figure out who is better than who," he said, suggesting that some more equal dividing up of money might be more productive and more efficient. Van de Rijt said he's not convinced that losing out gives people a psychological boost. It may yet be a selection effect. Even though Wang tried to account for this by culling the weakest winners, it's impossible to know which of the winners would have quit had they found themselves on the losing side.

J) For his part, Wang said that in his own experience, losing did light a motivating fire. He recalled a recent paper he submitted to a journal, which accepted it only to request extensive editing, and then reversed course and rejected it. He submitted the unedited version to a more respected journal and got accepted.

K) In sports and many areas of life, we think of failures as evidence of something we could have done better. We regard these disappointments as a fate we could have avoided with more careful preparation, different training, a better strategy, or more focus. And there it makes sense that failures show us the road to success. These papers deal with a kind of failure people have little control over-rejection. Others determine who wins and who loses. But at the very least, the research is starting to show that early setbacks don't have to be fatal. They might even make us better at our jobs. Getting paid like a winner, though? That's a different matter.

36. Being a close loser could greatly motivate one to persevere in their research.

37. Grant awarders tend to favor researchers already recognized in their respective fields.

38. Suffering early setbacks might help people improve their job performance.

- 39. Research by social scientists on the effects of career setbacks has produced contradictory findings.
- 40. It is not to the best interest of taxpayers to keep giving money to narrow winners.
- 41. Scientists who persisted in research without receiving a grant made greater achievements than those who got one with luck, as suggested in one study.
- 42. A research paper rejected by one journal may get accepted by another.
- 43. According to one recent study, narrow winners of research grants had better chances to be promoted to professors.
- 44. One researcher suggests it might be more fruitful to distribute grants on a relatively equal basis.
- 45. Minor setbacks in their early career may have a strong negative effect on the career of close losers.

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Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

□ □ □ Why it matters that teens are reading less

Why it matters that teens are reading less

[A] Most of us spend much more time with digital media than we did a decade ago. But today's teens have grown up with smartphones. Compared with teens a couple of decades ago, the way they interact with traditional media like books and movies is fundamentally different.

[B] Analysis of surveys of over one million teens in the United States collected since 1976 reveals a major shift in how teens are spending their leisure time. Paper books are being ignored, in favor of screens. Digital devices are changing other behaviors, too. More and more, young people choose spending time on their electronic devices over engaging in other activities, regardless of the type. Indeed, by 2016, the average American high school senior said they spent six hours a day writing text messages, on social media, and online during their free time. And that covers just three activities, and if other digital media activities were included, that estimate would no doubt rise.

[C] Teens did not always spend that much time with digital media. Online time has doubled since 2006, and social media use has moved from a periodic activity to a daily one in the same period. By 2016, nearly nine out of ten young women in the 12th grade said they visited social media sites every day. Meanwhile, time spent playing video games rose from under an hour a day to an hour and a half on average. One out of ten American 8th grade students in 2016 spent 40 hours a week or more playing video games. Let me emphasize that this is equal to the time most adults spend per week at work.

[D] If teens are spending so much time using electronic devices, does that mean they have to give up some other activities? Maybe not. Over the years, many scholars have insisted that time online does not necessarily take away time spent engaging with traditional media or on other activities. Some people, they argue, are just more interested in certain kinds of media and entertainment. Thus, using more of one type of media does not necessarily mean less of the other.

[E] That may be true, but that still does not tell us much about what happens across a whole generation of people when time spent on digital media grows. Large surveys conducted over the course of many years tell us that American youth are not going to the cinema nearly as often as they did in the past. While 70 percent of 8th and 10th grade students used to go to the movies once a month or more, now only about half do this. More and more, watching a movie is something teens choose to do on their electronic devices. Why is this a problem? One reason is that going to the cinema is generally a social activity. Now, watching movies is something that most teens do alone. This fits a larger pattern. In another analysis, researchers found that today's teens go out with their friends much less often than previous generations did.

[F] But the trends related to movies are less disturbing compared with the change in how teens spend their time. Research has revealed an enormous decline in reading. In 1980, about 60 percent of senior high school students said they read a book, newspaper or magazine every day that was not assigned for school. By 2016, only 16 percent did. This is a huge drop and it is important to note that this was not merely a decline in reading paper books, newspapers or magazines. The survey allowed for reading materials on a digital device.

[G] Indeed, the number of senior high school students who said they had not read any books for pleasure in the last year was one out of three by 2016. That is triple the number from two decades ago. For today's youth, books, newspapers and magazines have less and less of a presence in their daily lives. Of course, teens are still reading. But they are generally reading short texts. Most of them are not reading long articles or books that explore deep themes and require critical thinking and reflection. Perhaps not accidentally, in 2016 reading scores were the lowest they have ever been since 1972.

[H] This might present problems for young people later on. When high school students go on to college, their past and current reading habits will influence their academic performance. Imagine going from reading texts as short as one or two sentences to trying to read entire books written in complex language and containing sophisticated ideas. Reading and comprehending longer books and chapters takes practice, and American teens are no longer getting that practice.

[I] So how can this problem be solved? Should parents and teachers take away teens' smartphones and replace them with paper books? Probably not. Research has shown that smartphones are currently American teens' main

form of social communication. This means that, without a smartphone, teens are likely to feel isolated from their peers. However, that does not mean teens need to use electronic devices as often as they do now. Data connecting excessive digital media time to mental health issues suggests a limit of two hours a day of free time spent with screens, a restriction that will also allow time for other activities - like going to the movies with friends or reading longer, more complicated texts.

[J] The latter is especially important. I would argue that of all the changes brought about by the widespread use of digital devices, the huge decline in reading is likely to have the biggest negative impact on today's teens because reading books and longer articles is one of the best ways to learn critical thinking. It helps people to understand complex issues and to separate fact from fiction. Thus, deep reading is crucial for being a good citizen, a successful college student and a productive employee. If serious reading dies, a lot will go with it.

36. Many years' surveys reveal that young people in America are going to the cinema much less often than they used to.

37. Survey analysis shows American teens now spend their leisure time on digital devices rather than reading printed books.

38. The number of senior high schoolers not reading books for pleasure in a year increased three times over 20 years.

39. Many scholars claim that spending time on electronic devices doesn't necessarily mean a decrease of time for other activities.

40. Most people spend much more time interacting with digital media than they did ten years ago.

41. The author claims that it will be a great loss if we no longer read books and longer articles.

42. Over a decade or so, American teens' social media use shifted from an occasional activity to a routine one.

43. A more disturbing trend in America today is that teens are spending far less time reading than around four decades ago.

44. Some five years ago, high school seniors in America generally spent more than six hours a day on electronic devices.

45. It was found that American youngsters today don't socialize nearly as much as the earlier generations.

☐☐☐ **There's a stress gap between men and women**

There's a stress gap between men and women

[A] "I used to work very hard. I love to create things, grow them and solve problems," said Meng Li, a successful app developer in San Francisco. "I didn't really care about my mind and my body until they decided to go on strike."

[B] Ms. Li said her stress led to sleeplessness. When she did sleep, she experienced "problem-solving dreams," which left her feeling unrested when she woke up. "After became a first-time mother, I quickly realized I was so busy caring for other people and work that I felt like I'd lost myself," she said.

[C] It's a common story - one we frequently ridicule and readily dismiss, for example, by claiming that women tend to complain more than men, despite the growing sum of research that underlines the problem. Women are twice as likely to suffer from severe stress and anxiety as men, according to a 2016 study published in The Journal of Brain & Behavior. The American Psychological Association reports a gender gap year after year showing that women consistently report higher stress levels. Clearly, a stress gap exists.

[D] "The difference is not really news to me, as a clinical psychologist," said Erin Joyce, a women and couples therapist in Los Angeles. "It's been well documented in extensive research over the years that prevalence rates for the majority of the anxiety disorders are higher in women than men." Some people may argue that this is merely reported data, and they say many men feel the same pressures as women in terms of fulfilling responsibilities at work and home. In other words, we're all really, really stressed.

[E] "The difference, however, is in the nature and scope of these responsibilities in the home environment in particular," Dr. Joyce said. For example, the United Nations reported that women do nearly three times as much unpaid domestic work as men. The problem is, housework is often overlooked as work, even though it is often as laborious (or in some cases, more so) as any paid job. As the scholar Silvia Federici put it in 1975, the unpaid nature of domestic work reinforces the assumption that "housework is not work, thus preventing women from struggling against it."

[F] It's not just inside the home, though. Research from Nova Southeastern University found that female managers were more likely than male managers to display "surface acting," or forcing emotions that are not wholly felt. "They expressed optimism, calmness and sympathy even when these were not the emotions that they were actually feeling," the study said.

[G] Surface acting is a prime example of "emotional labor," a concept that the

writer Jess Zimmerman made familiar in a 2015 essay. The essay sparked a massive thread on the internet community blog MetaFilter. Hundreds of women spoke up about their own experience with emotional labor: the duties that are expected of them, but go unnoticed. These invisible duties become apparent only when you don't do them. Like domestic labor, emotional labor is generally dismissed and not labeled work. But research shows it can be just as exhausting as paid work. Emotional labor can lead to difficulty in sleeping and family conflict. Sure, circumstantial stress, like losing a job, may lead to these same issues. But emotional labor is not circumstantial. It's an enduring responsibility based on the socialized gender role of women.

[H] Like Ms. Li, many women try to manage the added stress to reach what Dr. Joyce said was an unattainable ideal. "Some professional women aim to do it all. They want to reach the top of the corporate ladder and fly like supermom," she said. When women don't reach this ideal, they feel guilty; and even more stressed. After her own struggle with this, Ms. Li took a step back and used her experience to build Sanity & Self, a self-care app and platform for overworked women. "The realizations I had in that process helped me gain insights and ultimately got me ready to integrate self-care into my daily life," she said.

[I] The stress problem extends beyond mental health when you consider the link between stress, anxiety and heart health. Worse, most of what we know about heart disease comes from studies involving men. However, "there are many reasons to think that it's different in women," Harvard Medical School reported. For example, women are more likely to experience disturbed sleep, anxiety and unusual fatigue before a heart attack. Stress is so normalized that it is easy for women to shrug off those symptoms as simply the consequences of stress. Many women also do not experience chest pain before a heart attack the way men do, which leads to fewer women discovering problematic heart issues. Harvard reports that women are "much more likely than men to die within a year of having a heart attack" and "many women say their physicians sometimes don't even recognize the symptoms."

[J] The good news is, women are more likely than men to take charge of their stress and manage it, the American Psychological Association reports. The concept of self-care, at its core, is quite simple. "The basics of adequate sleep, healthy diet and exercise are a good place to start," Dr. Joyce said. "Support from trusted relationships is vital. This includes professional support from various health and wellness providers if stress is becoming increasingly overwhelming."

[K] Disconnection from work and home responsibilities is also obviously important. But it's much easier said than done. It is important to understand what causes your stress in the first place. "Get really specific with what's stressing you out," Ms. Li said. "We often chalk up our stress to broad experiences like work. But work stress can take many different forms. Is a colleague being disrespectful of your time? Is a boss undermining your day-to-

day control over decision making? These are different causes of stress and can benefit from different kinds of self-care."

[L] Ideally, your spouse or partner will be supportive, rather than dismissive, of your stress. It is important to talk through these issues before they come to a head. "Women working outside of the home should make an effort to have a conscious conversation with their partners about more equitable sharing of household and family responsibilities," Dr. Joyce said.

36. Some career women who aim high tend to feel guilty if they fail to achieve their goals.

37. The unpaid housework done by women is triple that done by men.

38. It is reported that women consistently suffer more from severe stress than men.

39. Women are advised to identify the specific causes of their stress so that steps can be taken to deal with it.

40. One study showed that women managers often expressed positive emotions that they didn't really feel.

41. Women tend to mistake signs of heart attacks for symptoms of stress.

42. For a time an app developer in America was so busy attending to work and family that she suffered from sleeplessness.

43. The emotional labor women do is noticed only when it is not done.

44. Dr. Joyce suggests that apart from self-care, women should seek professional support if they experience severe stress.

45. Some people believe that there may not exist a stress gap between men and women.

☐☐☐ **How to not be boring**

How to not be boring

[A] Humans are creatures of habit. We love to establish a routine and stick with it. Then we often put ourselves on auto-pilot. Routines can be incredibly useful in helping you get things done. However, too much of a routine can also make you incredibly boring. Nevertheless, many people live lives that are boringly predictable, or live a life where everything is outlined or planned.

[B] To tell the truth, interesting people are more popular among their friends. If you don't arouse someone's curiosity or brighten someone's day, you probably come across as being a little bit dull. But that doesn't mean your life has ended and you can't do anything to change it. If you find yourself searching for something to say beyond small talk, try these tactics to find more interesting approaches to conversation.

[C] Recently, I was at a gathering of colleagues when someone turned to me and asked, "So, what's new with you?" Ordinarily, I think I'm a good

conversationalist. After all, it's literally my job to talk to people and tell their stories or share their advice. And that's not exactly an unexpected question. Still, the only "new-to-me" topics that came to mind were my daughter's basketball tournament(□□□) and my feelings about that morning's political headlines - neither amusing nor appropriate topics at that moment.

[D] Oh no, I thought. Have I become boring? But sharing our experiences in an authentic way to connect with other people is what makes us interesting, says associate professor Michael Pirson. The hesitation I felt in not sharing the ordinary things that were happening in my life, and the wild mental search for something more interesting, may have backfired and made me seem less interesting.

[E] "If someone is making up some conversation that might be interesting, it's probably not going to land well," says Pirson, whose expertise includes trust and well-being, mindfulness, and humanistic management. "It's going to feel like a made-up conversation that people don't necessarily want to tune in to."

[F] The most interesting people aren't those who've gone on some. Eat, Pray, Love journey to find themselves. Instead, Pirson says, they're those who examine the ordinary. "Often, the 'boring things' may not be boring at all. Maybe they are actually little miracles," he says. Share your observations about the world around you - interesting stories you heard or things you noticed - and you may be surprised by the universal connection they inspire.

[G] This is essentially how Jessica Hagy starts her day. The author of *How to Be Interesting: An Instruction Manual*, Hagy spends a lot of time thinking about what's interesting to her. People who are interesting are persistently curious, she says.

[H] Think about the everyday things around you and ask questions about them. What is that roadside monument I see on my way to work every day? Who built that interesting building in my city? What nearby attractions haven't I visited? Why do people do things that way? Use what you find to ask more questions and learn more about the world around you. Having that sort of curiosity is almost like a protective gear from getting into boredom," she says. And when you find things that are truly interesting to you, share them.

[I] Television veteran Audrey Morrissey, executive producer of NBC's *The Voice*, is always looking for what will make a person or story interesting to viewers. It's usually a matter of individuality. "Having a strong point of view, signature style, or being a super-enthusiast in a particular field makes someone interesting," she says. That means embracing what is truly interesting or unique about yourself. Many people are 'not boring' in the way that they can carry a conversation or can be good at a social gathering, etc. To be interesting means that you have lived life, taken risks, traveled, sought out experience to learn for yourself and share with others," she says.

[J] Of course, it's possible to be a fountain of knowledge and a boring person, says public relations consultant Andrea Pass. Paying attention to the listener is an important part of having a conversation that's interesting to both parties.

Talking on and on about what's interesting to you isn't going to make you an interesting person, she says.

[K] "If the listener is not paying attention, it's your sign to shorten the story or change direction. Make sure to bring the audience into the conversation so that it is not one-sided," Pass says. Be a better listener yourself, and give others opportunities to participate in the conversation by inviting them with questions or requests to share their own experiences or thoughts. (e.g. Now, tell me about your favorite book," or Have you ever been to that attraction?") Questions are a powerful tool, especially when they encourage others to disclose information about themselves. A 2012 study from the University of California, Santa Barbara, found that roughly 40% of the time we are talking, we're disclosing subjective information about our experience. And when we're doing so, our brains are more engaged. So one strategy to leave others with the impression that you're a sparkling conversation partner is to get others to talk about themselves.

[L] Being relatable is also essential, Morrissey says. "The best entertainment and storytelling comes from people who are relatable - those who don't shy away from opening up but freely share who they are and what they care about. These are the people viewers most relate to and find interesting. Being authentic, honest, and vulnerable is always interesting."

[M] I have now come to realize that being boring, in actuality, is not only about who you are as a person, but also how you present yourself. No matter what, make sure you are having fun in life. Because when you are enjoying, people around you will begin to enjoy as well. Show some interest in them and they will definitely show some in you. If you are a very reserved person, this could be a little difficult at first. But with a little effort, you can definitely improve.

36. Pirson claims that some ordinary things may often prove to be miraculously interesting.

37. To make a conversation interesting, it is important that you listen to the other party attentively.

38. A person who is unable to stimulate others' curiosity or make their life enjoyable may appear somewhat boring.

39. Interesting people usually possess certain unique qualities, according to a TV program producer.

40. Be interested in others and they are sure to be interested in you.

41. The author considers himself usually good at conducting conversations.

42. Interesting people are always full of curiosity.

43. Falling into a routine can turn a person into an utter bore.

44. One strategy to be a good conversationalist is to motivate your partner to tell their own stories.

45. Interesting as it might appear, a made-up conversation will probably turn out to be dull.



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